

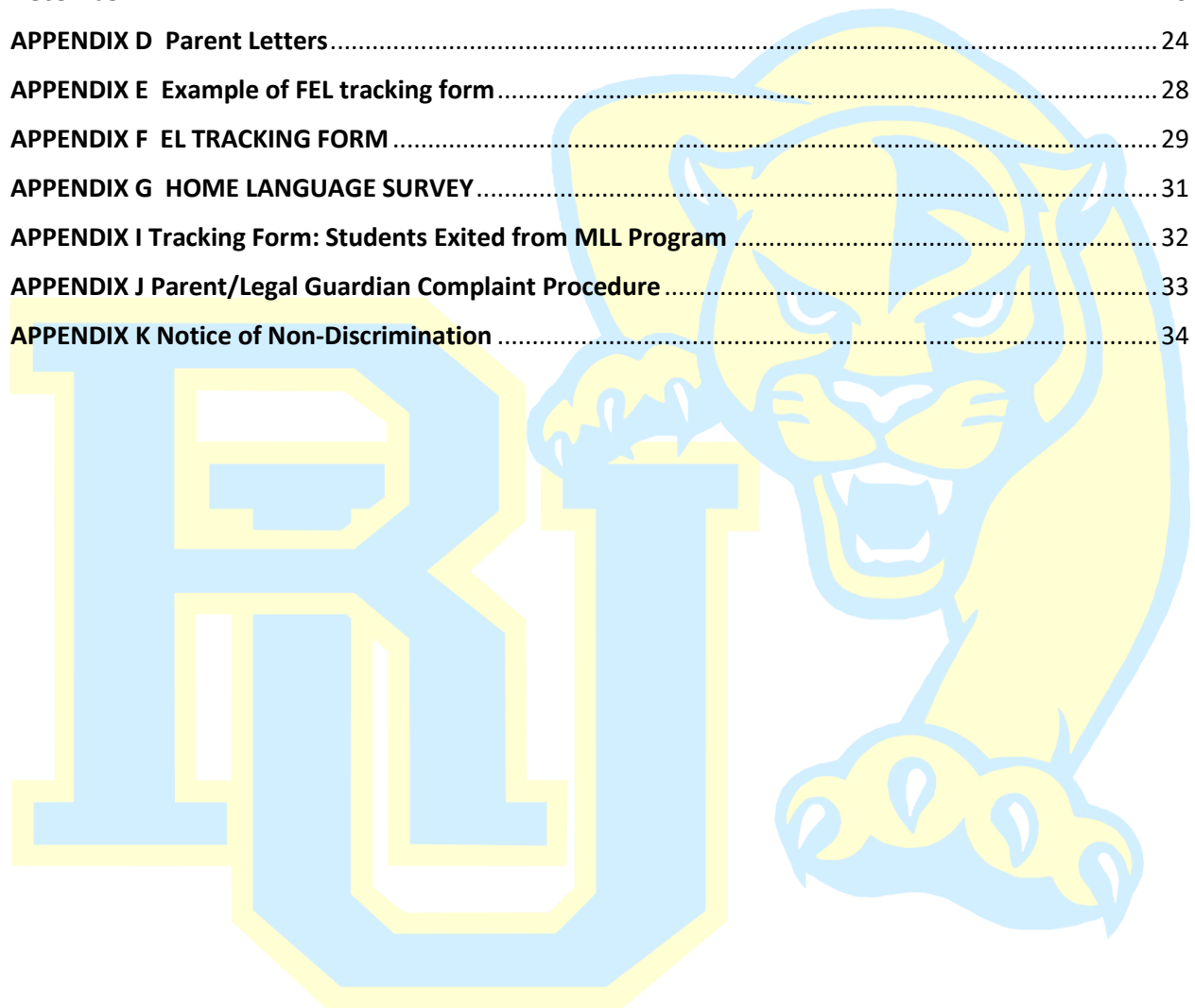


Redford Union MLL Handbook 2025-2026

Table of Contents

Introduction.....	4
Mission Statement	4
Definition of Multilingual Learners (MLs)	4
ESSA Definition of an “English Learner” Student	4
Legal Responsibilities	5
Title I & Title III Requirements	5
What You Need to Know About Title III Funds	6
What Academic Information Does Your School District have to Track About Their ML Students?	7
Exceptions for Newcomer MLs	8
Federal Law	8
Procedures.....	9
Registration/Identification Using Home Language Survey.....	9
Initial Assessment for Program Eligibility.....	10
WIDA Access for MLs /WIDA Screener and Levels of Proficiency	10
Entering and Emerging (Levels 1 & 2).....	10
Developing and Expanding (Levels 3 & 4)	10
Minutes of MLL Instruction to be Provided.....	11
Eligibility for Title III/ESL/ML Program Services.....	11
Early Childhood Transition Students	12
Exiting from Title III/ML Program Services.....	12
Monitoring Former English Learners (FELs).....	12
MLs that Need Additional Support	13
Provision of Services	13
Student Folder Contents and CA-60	13
Parental Notification	14
Parent Surveys.....	15
Staff Roles.....	15
ESL Teachers	15
Role of the ML/Paraprofessional/Tutor/Aide.....	15
Role of Special Services Staff	16
Professional Learning for Staff.....	17

Parental Involvement.....	17
Parental Communication/Interpreter Services.....	17
Code of Conduct.....	18
APPENDIX A ALLOWABLE USES OF TITLE III FUNDS	19
APPENDIX B PARENT SURVEY	21
APPENDIX C Parent notification letter for potentially eligible Kindergarten students screened prior to December 1st	23
APPENDIX D Parent Letters.....	24
APPENDIX E Example of FEL tracking form.....	28
APPENDIX F EL TRACKING FORM	29
APPENDIX G HOME LANGUAGE SURVEY.....	31
APPENDIX I Tracking Form: Students Exited from MLL Program	32
APPENDIX J Parent/Legal Guardian Complaint Procedure	33
APPENDIX K Notice of Non-Discrimination	34



Introduction

Mission Statement

Redford Union School District will transform the lives of students by offering an innovative, collaborative, high quality education.

Definition of Multilingual Learners (MLs)

Wayne County is home to 1/3 of all multilingual learners in Michigan. The district values the culture, traditions, and languages of all students and their families. The district refers to students receiving English services as Multilingual Learners (MLL) and English Language Learners (EL) interchangeably.

ESSA Definition of an “English Learner” Student

The term “English learner,” when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
- (i) the ability to meet the challenging State academic standards;
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of A, B, C and D in the definition above.

To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

Immigrant Student Definition

- The term "immigrant children and youth," which is defined in section 3201(5) of Title III, refers to individuals who:
 - (A) are aged 3 through 21;
 - (B) were not born in any State; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Foreign Exchange Students

- Foreign exchange students offer a rich opportunity to Michigan's Local Educational Agencies (LEAs), allowing students from diverse cultural backgrounds to interact and learn from each other. For purposes of reporting, foreign exchange students meet the definition of immigrant and should be included in the district's reporting of Immigrant students.

Immigrant Identification

- Foreign exchange students are considered Immigrant students and should be identified as such in the Michigan Student Data System (MSDS).
- Funds for Immigrant students will be included in the following year's allocation.
- Students from Puerto Rico are not classified as Immigrant students.

Legal Responsibilities

Title I & Title III Requirements

Programs of English Learners

Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974, all States and LEAs (Local Education Agencies) must ensure that ELs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as Multilingual Learners (MLs) must be provided language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in the LEA receive. This language assistance program services must provide meaningful access to the core curriculum and provide direct English language instruction. The intensity of language assistance program services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her program of language assistance program services should be.

The language assistance program services could include research-based models such as bilingual education, ESL/ELD programs, and/or sheltered instruction. These federally required language assistance program services ensure that MLs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential ML students in a timely, valid, and reliable manner;
- Provide ML students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for ML students;
- Ensure that ML students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of ML students;
- Ensure that ML students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students

who need special education and disability related services because of their disability are considered in evaluations and delivery of services;

- Meet the needs of ML students who opt out of language assistance programs;
- Monitor and evaluate ML students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit ML students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that ML students in each program acquire English proficiency and that each program is reasonably calculated to allow ML students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with parents of English Learners.

What You Need to Know About Title III Funds

Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974, all States and LEAs (Local Education Agencies) must ensure that MLs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as English Learners (MLs) must be provided language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in the LEA receive. This language assistance program services must provide meaningful access to the core curriculum and provide direct English language instruction. The intensity of language assistance program services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her program of language assistance program services should be.

The language assistance program services could include research-based models such as bilingual education, ESL/ELD programs, and/or sheltered instruction. These federally required language assistance program services ensure that ML have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

Title III Schools and School Districts Must:

- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, and parents, and others in developing their Title III plan.
- Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.

Title III funds may be used for supplementing NOT supplanting school district and/or school activities.
(See APPENDIX A)

What Academic Information Does Your School District have to Track About Their ML Students?

- Must screen each potential ML student upon enrollment with the WIDA Screener.
- Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for MLs 2.0.
- Title I requires that States and Local Education Agencies (LEAs) annually report on MLs' progress in attainment of English language proficiency, academic achievement, and high school graduation rates. (ESEA Section 1111(h)(1), (h)(2)). Under Title III, there are additional reporting requirements. LEAs must report to their States on:
 - Title III programs and activities
 - Number and percentage of MLs making progress toward English language proficiency
 - Number and percentage of MLs who attain proficiency and exit LIEPs
 - Number and percentage of former MLs who meet academic content standards (for 4 years)
 - Number and percentage of MLs who have not exited LIEPs after 5 years as an ML
 - Number and percentage of MLs with IEPs

Assessments Requirements for ML Students:

Title I Law requires that all ML students are assessed annually.

- Academic Standards, Academic Assessments, and Accountability –
(7)Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (ESEA Title I, Section. 1111(b)(7))
- ESSA requires states:
 - to the extent practical, provide content area assessments in an appropriate language and form for MLs (ESEA Section 1111(b)(2)(B)(vii)(III))
 - identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))
- ESSA requires districts and schools:
 - to implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of MLs who may also be students with disabilities) necessary to measure the achievement of such students relative to state content standards (ESSA Section 1111(b)(2)(B)(iii))
- ESSA allows states:
 - to provide partial exclusion from content area assessment participation and accountability for MLs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))

Exceptions for Newcomer MLs

The state of Michigan has created the following exceptions for Newcomer MLs

Michigan has adopted the following exceptions for Newcomer MLs

- Year One (living in the US for 12 months or less)
 - Exempt from ELA assessment, student takes English Language and Proficiency Assessment and is included in English Language Progress indicator.
- Year Two
 - Student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
- Year Three
 - Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators.
- Year Four
 - Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators.

Federal Law

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. Note: the term Limited English Proficient (LEP) is a historic term where English Learner (ML) is currently the accepted term and is therefore used throughout this document. ML is meant to counter the negative connotations of Limited English Proficient. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1868 Constitution of the United States, Fourteenth Amendment

“... No State shall ... deny to any person within its jurisdiction the equal protection of the laws.”

1964 Title VI of the Civil Rights Act of 1964

“No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.”

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

1974 Lau v. Nichols

The U.S. Supreme Court ruled that a school district’s failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district’s educational program in violation of Title VI of Civil Rights Act of 1964; the Court further noted that equality of opportunity is not

provided by giving the LEP student the same facilities, textbooks, teachers, and curriculum which non-LEP students receive.

1982 Plyler v. Doe

The U.S. Supreme Court ruled that the Fourteenth Amendment to the

U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

Procedures

The following procedures are established for Redford Union Public Schools to meet the requirements of Title 1 and Title III.

Registration/Identification Using Home Language Survey

The Home Language Survey provided by the Michigan Department of Education (APPENDIX G) is included in the district registration form. It is to be completed at the time of registration. The district is responsible for ensuring that a Home Language Survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for Title III/ELD services. The Title III/ELD teacher in the building of attendance will interpret the Home Language Survey responses to determine if the student will take an ELP placement test. If responses are unclear or contradictory, the ML Teacher will contact the parent for clarification. If clear interpretation is still lacking, the ML teacher will contact the district Title III Coordinator for further guidance. The ML teacher shall record the Home Language Survey results and the translation/interpretation needs of the parents in the student's CA-60. All ML teachers will receive training on the procedures and protocol for interpreting responses on the Home Language Survey in August with a refresher offered mid-year.

Determining Immigrant Status

The district determines if a student meets the criteria of an "immigrant" student. The criteria for qualifying as an immigrant student are listed below:

- Student's age is 3-21 years.
- Enrolled in a public or private school
- Not born in the United States
- Not attended school in the United States for more than three full years (30 academic months)

A home interview will need to be conducted to determine if the student has spent time attending school entirely within the United States or has transitioned between the United States and another country. If a student has not met the criteria of attending school in the United States for three years, they district will flag the student as an immigrant. The district will then remove the flag identifying the student as an immigrant when the three years of attending school in the United States has been completed.

Initial Assessment for Program Eligibility

Within thirty (30) days at the beginning of the school year or ten (10) days after the beginning of the school year, students (grades K-12) who are identified as potentially eligible on the Home Language Survey must be assessed, using the Kindergarten W-APT or WIDA Screener, to determine if they are eligible for ML program services. The WIDA Screener assesses a student's language skills in listening, speaking, reading, writing, and comprehending in English.

WIDA Access for MLs /WIDA Screener and Levels of Proficiency

The following chart shows level of proficiency correlated to the WIDA Standards. It may assist in determining the level of student's proficiency and student's placement into grade level courses with appropriate ESL language and academic support.

Score: WIDA ACCESS for MLs/WIDA Screener	Proficiency Levels: WIDA Standards
6	Reaching
5 – 5.9	Bridging
4 – 4.9	Expanding
3 – 3.9	Developing
2 – 2.9	Emerging
0 – 1.9	Entering

Entering and Emerging (Levels 1 & 2)

Eligibility criteria: WIDA Access for MLs Score 2.9 or below)

Students at the Entering and Emerging levels receive direct English language instruction from a certified ML teacher. Additional support from Section 41a Bilingual Teacher, Building Literacy Experts, Title 1 Teachers, secondary interventionists and highly qualified trained bilingual/ML Instructional Assistants may also be provided depending on student need.

Developing and Expanding (Levels 3 & 4)

Eligibility criteria: WIDA Access for MLs score 3-4.9

Additional district criteria that may be considered: NEA, M-Step, Fountas & Pinnell, SAT, ACT Work keys, Building/District Assessments.

Students in this category receive instruction from a certified ML teacher to support their developing language skills (BICS & CALP) to help them be successful in classes across the curriculum. ML teachers collaborate with mainstream teachers to support instructional practices that create effective content

delivery for MLs. Students may also participating in blended learning interventions coordinated by the ML teacher and Title 1, Special Education (if eligible), and building literacy experts.

Bridging and Reaching (Levels 5 & 6)

Eligibility criteria: WIDA Access for MLs score 5-6

Additional district criteria that may be considered: NEA, M-Step, Fountas & Pinnell, SAT, ACT Work keys, Building/District Assessments.

Students at this level receive support from a certified ML teacher who monitors and consults with the classroom teacher as necessary.

Minutes of MLL Instruction to be Provided

WIDA Access Score of 1.0-1.9

WIDA Access Score	Minutes/Week	Delivered By	Service Provided
1.0-1.9	300 minutes	District ML Teacher	Push-In/Pull-Out
2.0-4.8	150 minutes	District ML Teacher	Push-In/Pull-Out

Totals above reflect minimum to avoid issues from OCR according to MDE meetings on the topic of MLL Learners and are also listed in the ML staffing calculator.

School districts must inform parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction education program:
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement.
- The method of instruction that will be used in the program, including a description of all language programs. The district is currently using the designated ELD approach.
- How the program will meet the educational strengths and needs of the child
- How the program will help the child learn English and meet academic achievement standards.
- How the program will meet the objectives of an individualized education program for a child with a disability.
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program
- To choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 330 a-d)

Notification will be translated into the various languages of the district's ML learners

Eligibility for Title III/ESL/ML Program Services

The district follows the Michigan Department of Education's Entrance and Exit protocol.

“Students in grades 3-12 who meet the minimum criteria (composite 4.8) established in the Entrance and Exit protocol will be auto-exited from the Title III/ML program unless the district chooses to maintain ML status, and students in grades K-2 can be manually exited from the Title III/ML program.”

A student who scores Entering (Level 1) through Bridging (Level 5) on the WIDA ACCESS MLs or WIDA Screener is eligible for Title III/ESL/ELD Program Support. For a student scoring Reaching to continue receiving Title III/ESL/ML support services, the district takes into account additional multiple academic criteria as noted by optional assessments that can be administered (NWEA, M-STEP, etc.) All testing proctors must complete the WIDA Access/WIDA Screener training before administering any language proficiency test. The training is offered in August or mid-year. The ML coordinator will ensure all WIDA Access/WIDA Screener components are in place to properly train testers.

Early Childhood Transition Students

Redford Union Schools has an intentional systematic process for welcoming potential Multilingual Learner students into Kindergarten via transition meetings. Considerations for potential English Learners transitioning from the Redford Union School district’s Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the Pre-K program. The district’s ML teacher will conduct a transition meeting to make a plan for potential Multilingual Learners as they transition from the Pre-K program(s) into Kindergarten.

Exiting from Title III/ML Program Services

Scores from the WIDA ACCESS for MLs 2.0 are necessary, but not sufficient, for exiting students from the Title III/ESL Program. A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol may be exited from the Title III/ESL Program. The exit protocol states that a student must meet the following criteria to be exited from the program: 4.5 composite score, 4.0 in reading and writing, and grade level proficiency on approved literacy assessments the district uses (Appendix K). Students exited from the Title III/ESL Program must also be exited from the program in the MSDS and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student’s CA 60.

Monitoring Former English Learners (FELs)

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the regular education program. Additionally, an ESL staff member is designated to monitor the student’s progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student’s progress using any combination of the following criteria: report cards, GPA, attendance, standardized assessments, and teacher observation.

If, during the monitoring, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be reentered into the ESL Title III Program, or if other services are appropriate.

A record of the monitoring as well as any placement changes resulting from the monitoring will be placed in the student’s ESL Title III files and CA-60. An example of the tracking form can be viewed using

APPENDIX I

MLs that Need Additional Support

When a Multilingual Learner (ML) is demonstrating having difficulties in attaining, linguistic, academic, and social expectations that are unrelated to the student's English language proficiency

When indicators suggest that a Multilingual Learner (ML) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the district has established a protocol for separating difference from disability. School psychologists and social workers are used to help in the evaluation of ML students if a disability is suspected or brought to the attention of the classroom teacher. Periodic reviews will be conducted to determine the success or failure of the strategies. Redford Union schools has an established protocol for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more Title III/ESL support services. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language. The district must provide interpretation for the parents in their home language at the meeting throughout the process. The district understands that they must identify, locate and evaluate MLs with disabilities in a timely manner. The district's Multidisciplinary team must include an EL educator. The Multidisciplinary team includes but is not limited to school psychologists, social workers, speech pathologists, principals, teachers, ML assistants, and the ML district coordinator.

Provision of Services

The Redford Union School District has evidence of policies and provision of services on an equitable basis to ML children enrolled in participating private schools. The Redford Union School District facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. The district sends out yearly communication to the private schools located within their jurisdiction regarding available services for MLs. The Redford Union School District Title 3 Coordinator reaches out to private school principals to offer testing to any student who is deemed an English learner.

Student Folder Contents and CA-60

Each English Learner will have a folder maintained by the ESL District Coordinator. The folder will contain:

- Home Language Survey **APPENDIX G**
- Parent notification letter **APPENDIX C AND D**
- Sample of student's schedule for ML services
- WIDA ACCESS for MLs & WIDA Screener testing results **APPENDIX F**
- Student Profile (for students moving from elementary to junior high school and from junior high school to high school.)
- Monitoring records **APPENDIX F**
- Record of placement decisions (description of program for individual student, including type and amount of alternative program services)

Parental Notification

(See APPENDIX C and D)

Languages listed above reflect those of students registered within the district. Should a student enter the district whose home language is not listed above, the district will partner with translation services to accommodate the student and their family for the purposes of creating a parent notification letter.

The Redford Union School District must inform parents of English Learners (MLs) identified for participation in the district's Title III/ESL program.

- no later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- within the first two weeks (10 school days) of attendance for children who have not been identified as English Learners (MLs) prior to the beginning of the school year.

Parent notification letters are available in the following languages: The Redford Union School District supports all languages translated by Google Translate. Below is a list of home languages that have been identified by HLS documentation.

- Albanian
- Arabic
- Bulgarian
- French
- Hindi
- Igbo
- Spanish
- Tagalog

A translator resource list has been provided by Wayne RESA and will be available and updated when needed.

School Districts Must Inform Parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B)

describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 330 a-d)

Parent Surveys

The MLL/ELL department of Redford Union has created surveys in the native language of the ML students. The survey is distributed at district-wide events during the school year.

This survey is designed to collect information from parents about their experience with our school. The information will be used to make improvements in our school. Please review each item and use the scale above each section to indicate your responses. Think of your school when you answer each question. If you have more than one child attending this school, please complete just one survey per family. Fill in the response that best describes how you fell in general. (See Appendix B)

Staff Roles

ESL Teachers

The ESL teacher has primary responsibility for providing English language instruction to the EL. The ESL teacher also shares the responsibility with mainstream general education teachers for ensuring that the ML receives content instruction while learning English.

The ESL teacher supports the instruction of the mainstream class by discussing the content using ESL, sheltered or content specific instruction taught in the student's home language and/or English. The ESL teacher is responsible for language development and content specific instructional support.

ESL Teacher

- provides content instruction and language development;
- assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom;
- meets regularly with the mainstream teacher to determine the academic needs of English Learners enrolled in their classes;
- teaches basic survival skills to the most limited English proficient students;
- assists general education staff about culture and language of the EL and their family;
- provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class;
- works collaboratively with staff to develop curriculum;
- identifies, assesses, teaches, and counsels each ML; and
- provides staff development on English language instruction and cultural awareness.

Role of the ML/Paraprofessional/Tutor/Aide

The ESL/Bilingual paraprofessional supports and reinforces the English language acquisition and content instruction provided by ESL/Bilingual teacher and mainstream teachers.

Responsibilities of the ESL Paraprofessional/Tutor/Aide are to:

- assist ESL/Bilingual teachers and mainstream teachers in providing content instruction and language development;

- meet regularly with ESL/Bilingual teachers and mainstream teachers to determine the academic needs of MLs enrolled in their classes;
- assist teaching basic survival skills to the most limited English proficient students;
- inform general education staff about culture and language of the MLs and their families;
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes;
- provide input to staff regarding curriculum development;
- assist in identification, assessment, teaching, and counseling each ML; and assist in providing staff development on English language instruction and cultural awareness.

The mainstream teacher into whose class the student is enrolled has primary responsibility for the instruction of the ML. The student spends a significant part of the day in the mainstream classroom with this teacher and classmates. Because of this, the mainstream teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The mainstream teacher does not accomplish this alone.

The mainstream teacher and the ML staff are the ones who decide:

- what should be taught;
- how the mainstream class content should be supported by ESL/bilingual staff or EL Consultant using the SIOP delivery model;
- what the essential concepts in the lessons are;
- how lessons should be differentiated and accommodated;
- how to make appropriate accommodations for assessments; and
- how to assess achievement.

In addition, the mainstream teacher:

- is a full partner with the ESL staff in educating MLs in his/her class;
- demonstrates sensitivity and awareness of cultural and linguistic differences;
- individualizes instruction to meet the needs of each student;
- uses visuals/hands-on activities to facilitate learning;
- provides materials for the ML/Bilingual staff that support the mainstream instruction;
- helps language minority students make friends and be part of the social interaction in the classroom; promotes intercultural discussion; and, suggests the type of help the EL needs to be successful in his/her class to the ML teacher.

Role of Special Services Staff

Special Services staff members are essential for the success of English Learners in elementary, middle, and high schools in the Redford Union School District. Counselors, social workers and curriculum support personnel are a very new phenomena for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

Professional Learning for Staff

The School District provides high quality supplemental professional development, available to all instructional staff of MLs, administrators, parents, family and community. Professional learning for educators of MLs is evaluated to ensure effectiveness. All ML Assistants are trained in Sheltered Instruction Observation Protocol (SIOP) and as WIDA test administrators for the Redford Union School District.

Wayne RESA offers a register of courses and workshops for educators through Wayne RESA's Workshop registration system.

Parental Involvement

Parental Communication/Interpreter Services

Parents of English Learners will receive readily understood notices of school programs and activities impacting their child's education.

Many bilingual parents need interpreters (translators) to participate in school activities such as registering students and parent/teacher conferences. Certainly, the more informed parents are the more likely it is that they will be able to support their child's learning. However, many teachers and administrators may be unfamiliar with using an interpreter and may consequently be reluctant to make routine use of the parents' native languages. The following suggestions may facilitate successful communication when using an interpreter:

Prior to the Meeting

1. Accurately determine the parents' native language prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate.
2. Send notices for school meetings and conferences home in English on one-side of the paper and student's native languages on the other. Keep a generic file of these notices with blanks for times and dates.
3. Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.
4. Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.
5. Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is

also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

During the Meeting

1. Show respect to parents by addressing them directly and allowing the interpreter to simply interpret your words. Sit so that you speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter to your side rather than between you and the parent.
2. Speak at a normal rate and volume.
3. Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
4. Stop periodically and ask if there are any questions.
5. Support your statements with examples of student work that parents can take with them and examine further.
6. Do whatever you can to encourage parents' further school visits and participation in school activities.

Following the Meeting

1. Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.
2. Make a record of significant information discussed. It is helpful to do this in both languages so that parents could have easy access to information. Consider sending a follow-up letter in the language of the parent.

Code of Conduct

The Code of Conduct will be translated into the major languages spoken in the community and distributed to parents of MLs. This will ensure that students and parents are informed in their first language.

The district has a plan to translate or acquire translations of code of conduct into additional languages. At the Grosse Pointe Schools ESL Information night, the Code of Conduct is presented to all families (with translators available upon request). A Translator resource list has been provided by Wayne RESA and will be available and updated when needed.

APPENDIX A
ALLOWABLE USES OF TITLE III FUNDS

Title III English Language Acquisition: Generally Allowable Expenditures

Title III funds are supplemental and are to be used over and above the district's required services and resources provided to MLs and their families. Required activities include:

1. High quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
2. High quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment and which enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies.
3. High quality activities that include parent, family, and community engagement and coordination and alignment of related programs (ESEA Section 3115(c)(3).)

Title III supplemental MLs funds can be used, in priority order, for the following:

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
2. Professional development that is planned based on students achievement data and provided in a systemic and sustained manner to improve instruction and assessment of MLs. Staff training could include bilingual/ ML classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school based or community-based organizational personnel who serve MLs.
3. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.
4. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support child's English language learning at home, materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions, facilitate planning and conducting parent meetings, connecting families to community resources, and interpreting to parents during Title III meetings.
5. Cost for educational field trips if part of high quality language instruction educational programs/activities (buses and admission).
6. Administrative and indirect costs of Title III/Immigrant may NOT exceed 2% of the total allocation (ESEA Section 3115(b)).

Title III Non-Allowable Expenditures:

1. Title III funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III may NOT supplant any other federal, state or local expenses.

3. All test administration cost (ACCESS for ML, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
4. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
5. Title III funds may NOT be used for Intake/Eligibility or Annual Progress Assessments.

Immigrant Program: Generally Allowable Expenditures:

Sub-grants to LEAs and ISDs are made if significant increase is experienced in numbers of immigrant students from ages 3-21; enrolled in public or private school; not born in US; not attended US school for more than three full years. Purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth (ESEA Section 3115 (C)).

Allowable activities include:

1. Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
2. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.) throughout the day and before/after school.
3. Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
4. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
5. Family literacy, parent outreach liaison and activities, training activities designed to assist parents in adjusting to and understanding the American culture and school system in order to become active participants in the education of their children.
6. Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.

Title III Immigrant Non-Allowable Expenditures:

1. Title III Immigrant funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III Immigrant funds may NOT supplant any other federal, state or local expenses.
3. All test administration cost (ACCESS for MLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
4. Title III Immigrant funds may NOT be used for Intake/Eligibility or Annual progress assessments.
5. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III Immigrant funds

APPENDIX B
PARENT SURVEY

Quality of Instructional Program

Indicate how effective this school's academic programs are in helping your child do well in each of the following areas:

Subject Area	Very Effective	Effective	Ineffective	Very Ineffective
Reading	4	3	2	1
Writing	4	3	2	1
Mathematics	4	3	2	1
Science	4	3	2	1
Social Studies	4	3	2	1
Art & Music	4	3	2	1
Physical Education	4	3	2	1
Using Technology	4	3	2	1

Statement	Very Effective	Effective	Ineffective	Very Ineffective
The staff at this school has high achievement expectations for students.	4	3	2	1
This school provides a challenging curriculum.	4	3	2	1
Teachers at this school are skilled and effective.	4	3	2	1
The principal is knowledgeable and skilled at leading this school.	4	3	2	1

Support for Student Learning	Very Effective	Effective	Ineffective	Very Ineffective
The school provides additional support to students when they need it.	4	3	2	1
Teachers/staff at this school keep me well informed about how my child is doing in school.	4	3	2	1
Teachers/staff give me useful information about how my child is doing in school.	4	3	2	1

School Climate	Very Effective	Effective	Ineffective	Very Ineffective
----------------	----------------	-----------	-------------	------------------

The staff at this school cares about my child.	4	3	2	1
My child feels good about being at this school.	4	3	2	1
There is respect and value for different races and cultures at this school.	4	3	2	1
The staff maintains a safe and orderly environment for children to learn.	4	3	2	1
This school has a consistent discipline plan with a focus on positive behavior	4	3	2	1

Parent/School Relationships	Very Effective	Effective	Ineffective	Very Ineffective
As a parent, I feel comfortable and welcome in this school.	4	3	2	1
The school keeps me informed about important issues and events.	4	3	2	1
This school offers me opportunities to be involved in my child's education.	4	3	2	1
I am an involved and supportive parent at this school.	4	3	2	1
As a parent, I am aware of this school's academic goals and school improvement plan.	4	3	2	1

Resource Management	Very Effective	Effective	Ineffective	Very Ineffective
This school provides students with a variety of resources and materials to support learning.	4	3	2	1
My child has access to and experience with computers and other technology at school.	4	3	2	1
This school uses its resources wisely.	4	3	2	1

APPENDIX C

Parent notification letter for potentially eligible Kindergarten students screened prior to December 1st



To the Parents of _____:

When you enrolled your child in Redford Union Schools you indicated that your child's native language is a language other than English, and/or that the primary language used in your home is a language other than English.

As a result, because of state and federal law, Redford Union Schools was obligated to administer the WAPT Screener. The purpose of administering the WAPT Screener was to assess your child's level of proficiency in English and to determine if your child qualifies for support from the Multilingual Learner Department.

Your child scored exceptional on the Listening and Speaking sections of the WAPT Screener. This means that your child's listening and speaking skills are comparable to native speaking peers. Additional data needs to be gathered before classifying your student as a Multilingual Learner (ML)

Therefore, over the next couple of months, the ML department will collaborate with your child's classroom teacher and monitor assessments to make that determination. Once a determination is made, you will be notified in writing.

If you have any questions or concerns, please contact me _____ at _____ or via email at _____.

Sincerely

APPENDIX D
Parent Letters



Annual English Learner Program Parent Notification Letter

Date:

To the Parents or Guardians of

School:

Current Grade Level:

We are honored that you have chosen Redford Union Public Schools. You are receiving this letter because your child qualifies for supplemental services in our English Learner (EL) Program.

Within this program, we provide unique opportunities for students and families that have a home or native language other than English. The diverse backgrounds of our students adds to the richness of our schools, and we encourage you to embrace, celebrate, and maintain your native languages and cultural identities as there are numerous economic, cognitive, collective, and personal benefits.

To protect the civil rights of our emerging bilingual and multilingual students, and in compliance with federal and state requirements, all public schools are required to assess the English language proficiency of all students who have a home and/or native language other than English. Your student qualifies for our EL Program based on these scores:

	Kindergarten W-APT	Grades 1-12 WIDA Screener, WIDA, or WIDA Alternate Access	State-Approved Reading Assessment
Minimum scores to not qualify for ML services	Listening/speaking: 29 Reading: 13 Writing: 15	Composite 4.9	At Grade Level
Your child's (date) scores	Listening/speaking: Reading: Writing	Composite:	Name of Assessment: Score:

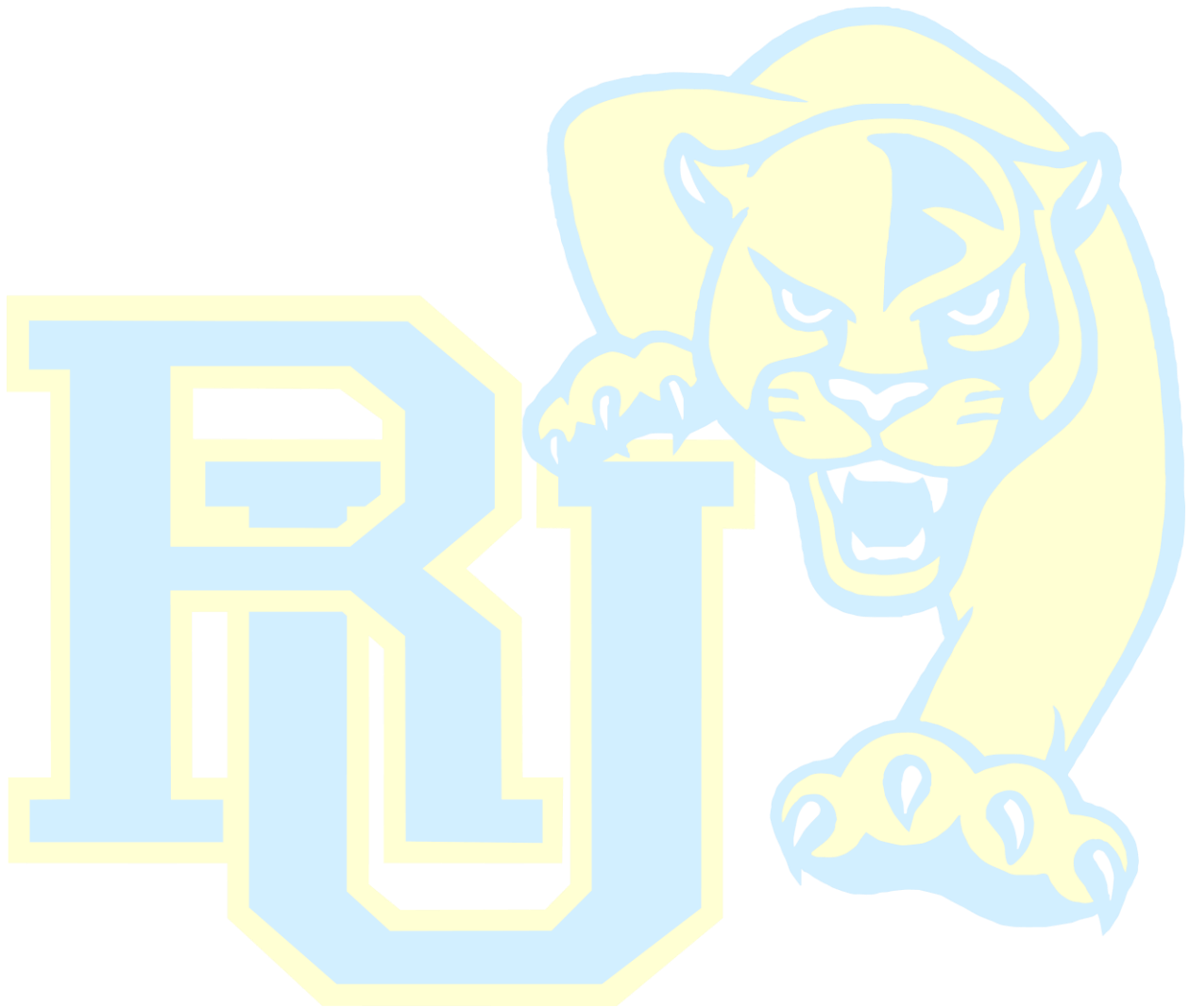
Redford Union Schools Language Program provides language and academic content support through:

English as a Second Language Instruction

- Sheltered Instruction Observation Protocol (SIOP)
- Content Classes

- Reading Support

WIDA Access Score	Minutes/Week	Delivered By	Service Provided
1.0-1.9	300 minutes	District ML Teacher	Push-In/Pull-Out
2.0-4.8	150 minutes	District ML Teacher	Push-In/Pull-Out





Parental Refusal of EL Services

Date:

Dear Parent,

We understand that you would like to decline participation in the Title III program or particular ML services proposed for your child _____ (insert child's name). ML services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the Title III program or particular ESL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated ML services for your child.

____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

____ I am familiar with the Title III program and services the school has available for my child.

____ I have had the opportunity to discuss the available Title III program and services with the school.

____ I understand that the school believes its recommendation is the most academically beneficial for my child.

____ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner. All of this information has been presented to me in a language I fully understand.

I, _____ (insert name), with a full understanding of the above information, wish to

____ decline all of the Title III program and ML services offered to my child.

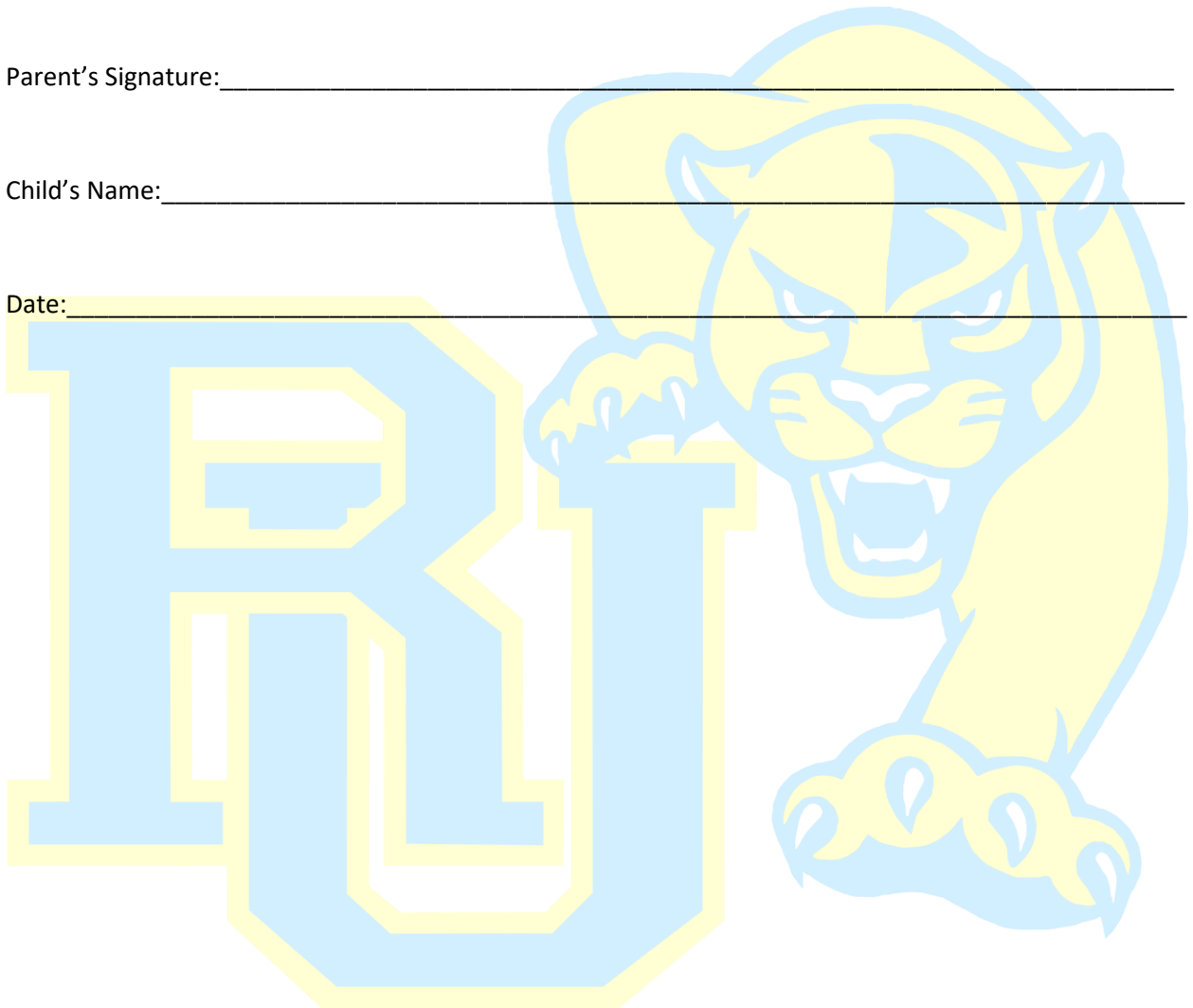
____ decline some of the Title III program and/or particular ML services offered to my child.

I wish to decline (List program/services)

Parent's Signature: _____

Child's Name: _____

Date: _____



APPENDIX E
Example of FEL tracking form

Student Demographics

Student Last Name	Student First Name
Student Local ID	Current Grade Level
Date Exited Program	

Academic Tracking

ELA Course Grades by Semester	
Semester 1 2023-2024	Semester 2 2023-2024
Semester 1 2024-2025	Semester 2 2024-2025
Semester 1 2025-2026	Semester 2 2025-2026
Semester 1 2026-2027	Semester 2 2026-2027

ELA NWEA Percentile Scores

Fall 2023-2024	Winter 2023-2024	Spring 2023-2024
Fall 2024-2025	Winter 2024-2025	Spring 2024-2025
Fall 2025-2026	Winter 2025-2026	Spring 2025-2026
Fall 2026-2027	Winter 2026-2027	Spring 2026-2027

**APPENDIX F
EL TRACKING FORM**



Redford Union ML Student Data Tracker

Student Demographics

Last Name	First Name
Current Grade Level	English Proficiency
Special Ed Entry Date (if applicable)	Special Ed Exit Date (if applicable)
2023-2024 WIDA Migrant Status	2022-2023 WIDA Migrant Status
Current Programs (if applicable)	

WIDA Data Screener Data

WIDA Screener Score Date	WIDA Screener Score
---------------------------------	----------------------------

WIDA Access Data

Test Category	2023-2024	2022-2023
WIDA Composite Proficiency Level		
WIDA Listening Proficiency Level		
WIDA Speaking Proficiency Level		
WIDA Writing Proficiency Level		
WIDA Reading Proficiency Level		

NWEA Data

2023-2024		
Fall Reading (Percentile)	Winter Reading (Percentile)	Spring Reading (Percentile)
Fall Math (Percentile)	Winter Math (Percentile)	Spring Math (Percentile)

2022-2023		
Fall Reading (Percentile)	Winter Reading (Percentile)	Spring Reading (Percentile)
Fall Math (Percentile)	Winter Math (Percentile)	Spring Math (Percentile)

MSTEP Data

2023-2024	
ELA Overall Performance Level	Math Overall Performance Level
2022-2023	
ELA Overall Performance Level	Math Overall Performance Level

APPENDIX G
HOME LANGUAGE SURVEY



The Redford Union School District is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1551-380.1158 of the School Code of 1976, Michigan's Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation

Name of Student: _____ Grade: _____ Age _____

1. Is your child's native tongue a language other than English?

☐

Yes

What is that language: _____

☐

No

2. Is the primary language used in your child's home or environment a language other than English?

☐

Yes

What is that language: _____

☐

No

Signature of Parent/Guardian

Address

Date

APPENDIX H
Tracking Form: Students Exited from MLL Program

Student Information	
Last Name:	First Name:
Current Grade Level:	Program Exit Date:

Academic Tracking Data: NWEA ELA	
Testing Window	Percentile Score
Spring 2024-2025	
Winter 2024-2025	
Fall 2024-2025	
Spring 2023-2024	
Winter 2023-2024	
Fall 2023-2024	

Academic Tracking Data: ELA Course		
Card Marking	ELA Course Name	Letter Grade
Semester 2 2024-2025		
Semester 1 2024-2025		
Semester 2 2023-2024		
Semester 1 2023-2024		

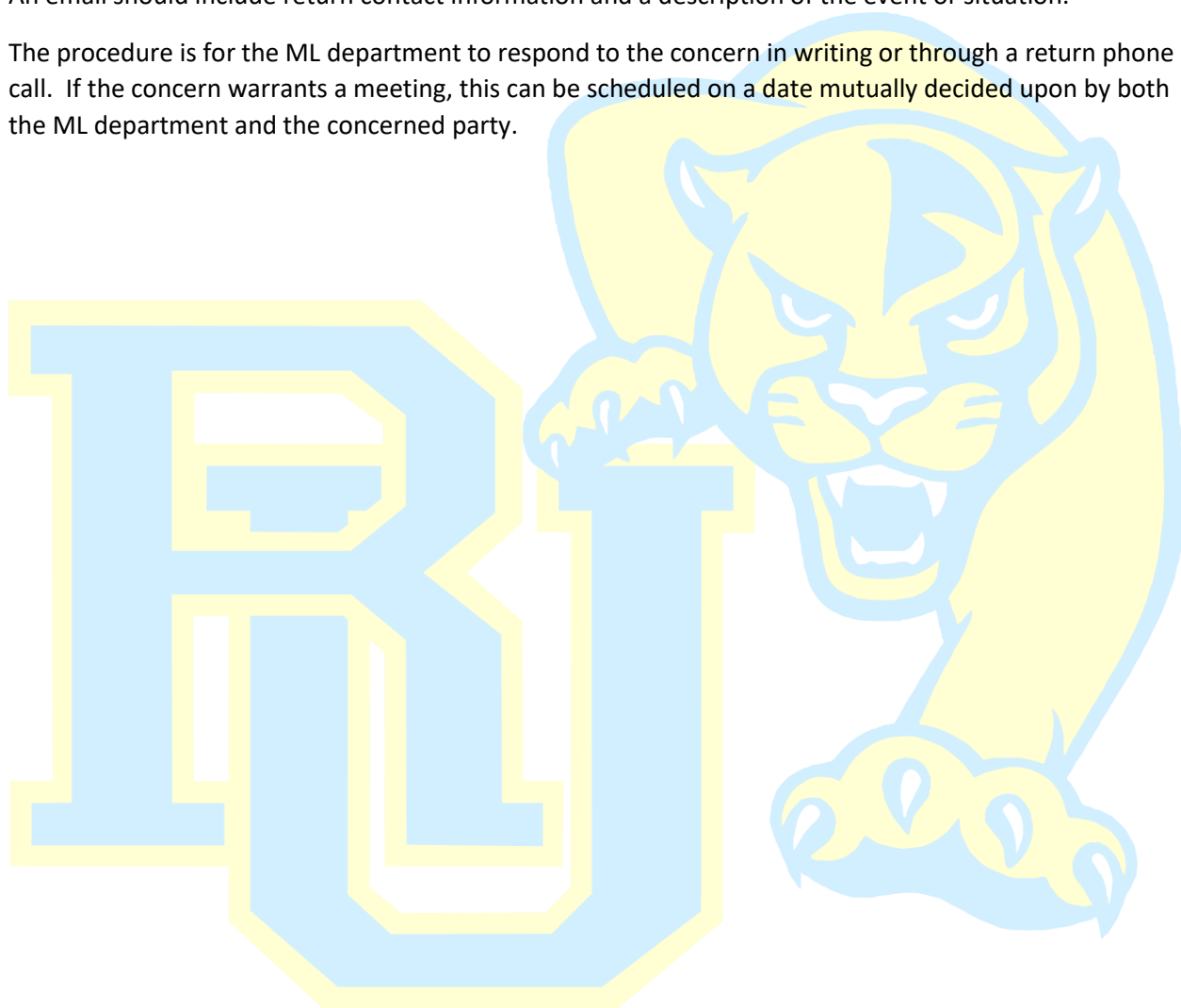
APPENDIX I
Parent/Legal Guardian Complaint Procedure

Multilingual Learner Student Concerns and/or Complaints are addressed to

- The Coordinator of Teaching and Learning at 313-242-6004
- The Coordinator of Teaching and Learning nortonc@redfordu.k12.mi.us

An email should include return contact information and a description of the event or situation.

The procedure is for the ML department to respond to the concern in writing or through a return phone call. If the concern warrants a meeting, this can be scheduled on a date mutually decided upon by both the ML department and the concerned party.



APPENDIX J

Notice of Non-Discrimination

The Redford Union School District does not discriminate on the bases of race, color, national origin, religion, height, weight, familial status, marital status, sex, age, or disability in its programs and activities.

